SC Education Oversight EIA & Improvement Mechanisms Subcommittee

November 9, 2026

SC EDUCATION OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

Welcome & Approval of EIA Subcommittee Minutes

September 21, 2026

April Allen, Chair

SC EDUCATION OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

Carolina CAP, CarolinaCAP Residence & CarolinaTIP

Lakeytria Grant, *CAP Director*
Nicole Skeen, CarolinaTIP Director

SC EDUCATION OVERSIGHT COMMITTEE
Reporting facts. Measuring change. Promoting progress.

EDUCATION OVERSIGHT COMMITTEE

Educator preparation and support in South Carolina

CarolinaCAP | CarolinaCAP Residency | CarolinaTIP

2025–26 Data and Impact

College of Education
UNIVERSITY OF SOUTH CAROLINA

Two connected preparation routes

Distinct entry points; both build toward fully certified teachers in South Carolina classrooms.

CAROLINACAP CANDIDACY

THREE YEARS

Provisionally certified teacher of record

Coursework + coaching + Praxis + evaluation → full professional certification

CAROLINACAP RESIDENCY

ONE YEAR

Paid, supervised co-teaching

Completion + certification requirements → entry into three-year candidacy

Important distinction: residency completion is not professional certification; it is a bridge into candidacy.

Carolina Collaborative for Alternative Preparation
Spurring Innovation Through Collaboration

TRADITIONAL PATHWAY

CarolinaCAP reached classrooms across the state

2025–26 school-year placements and estimated students served

265

educators placed

Includes teachers, candidates and residents

177

schools

Across partner school systems

41

partner districts

More than half of SC districts

8,525

students served

Estimated reach in 2025–26

Carolina Collaborative for Alternative Preparation
Spurring Innovation Through Collaboration

RECRUITMENT ALIGNMENT

Growing talent where districts need it most

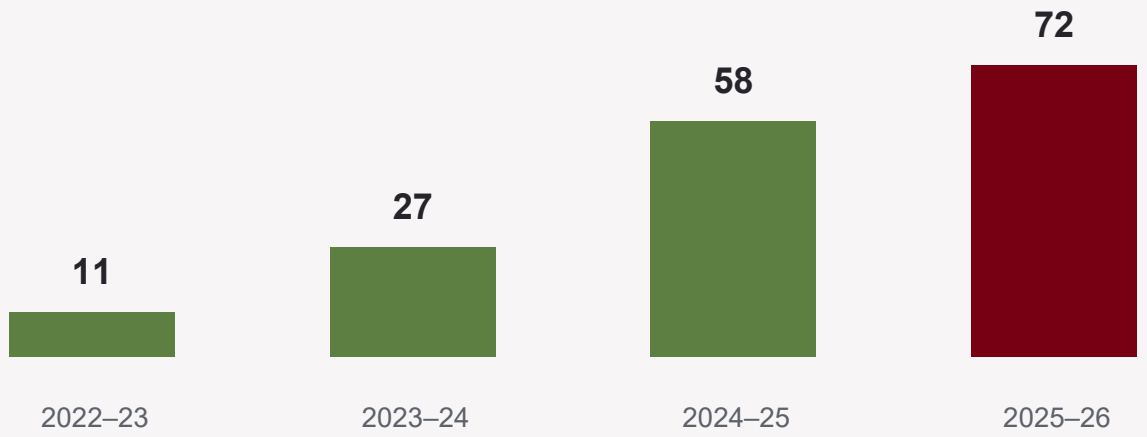
The pathway combines local talent development with a focus on difficult-to-fill teaching positions.

77%

of new candidates previously worked in non-certified district roles

A district-based grow-your-own approach

Special education candidates



Carolina Collaborative for Alternative Preparation
Spurring Innovation Through Collaboration

CANDIDATE PROGRESS

Evidence of preparation and advancement

A mix of assessment, candidate feedback, and professional certification outcomes

93%

Praxis II subject-area pass rate

97%

reported coursework helped them support students

113

received professional certification

Together these measures capture assessment, perceived preparation, and certification milestones.

Carolina Collaborative for Alternative Preparation
Spurring Innovation Through Collaboration

DISTRICT CAPACITY

Supporting the educators who support candidates

District-based coaching is part of the preparation model—and a resource districts can build on.

100%

of new coaches completed onboarding and individual orientation

90%

of coaches engaged in ongoing support opportunities

“Districts can build their whole teacher pipeline through CarolinaCAP.” — Lee County district HR leader

Carolina Collaborative for Alternative Preparation
Spurring Innovation Through Collaboration

RESIDENCY OUTCOMES

Residency creates a supported bridge to candidacy

Updated 2025–26 cohort records show movement through distinct milestones.

19
began residency

→

17
completed residency

→

14
transitioned to candidacy

At the time of the follow-up: 1 resident remained in progress; 1 had resigned.

Transition to candidacy begins the three-year route to professional certification.

Carolina Collaborative for Alternative Preparation
Spurring Innovation Through Collaboration

Residents report strong preparation for their next step

Feedback from respondents to the 2025–26 end-of-year residency survey



Carolina Collaborative for Alternative Preparation
Spurring Innovation Through Collaboration

Partnership and national recognition

Two milestones advancing CarolinaCAP's work in educator preparation.

SCRISE Partnership

CarolinaCAP is part of South Carolina Residencies Impacting Schoolwide Excellence (SCRISE), a collaborative initiative with Clemson University, Columbia College, and Winthrop University.

NREA Rural Innovation Showcase

CarolinaCAP was selected as a Top Five Finalist for the National Rural Education Association's Rural Innovation Showcase.

Carolina Collaborative for Alternative Preparation
Spurring Innovation Through Collaboration

LOOKING AHEAD

Building on demonstrated outcomes to strengthen South Carolina's educator workforce.

01	**Sustaining the CarolinaCAP Residency**	Across three cohorts, 46 residents completed the Residency and 36 transitioned into candidacy. Build on these outcomes through a sustainable model of paid, school-based preparation.
02	**Strengthening District Capacity**	Through partnerships, coaching, and workforce planning, CarolinaCAP helps districts develop their own teacher pipelines and strengthen instructional expertise within their schools.
03	**Growing South Carolina's Own Educators**	In 2025–26, 77% of candidates previously worked in noncertified school roles, demonstrating the pathway's role in developing educators already connected to their communities.

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CarolinaTIP
Teacher Induction Program

2025–26 Program Evaluation
Legislative Investment Impact
Looking Forward: FY27 and Beyond

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CarolinaTIP INVESTMENT TIMELINE

Legislative investment expanded reach and impact.

FY25 marked the first year of $750,000 in legislative support; FY27 is year three.

FY25

2024–25

Pee Dee

Launched the fist teacher cohort in the Pee Dee region.

FY26

2025–26

Expanded Service

Reduced cost and added districts in the Midlands.

FY27

2026–27

Sustained Impact

Sustained access with proven implementation fidelity

CarolinaTIP
Teacher Induction Program

CAROLINATIP | LEGISLATIVE IMPACT

Retaining teachers. Strengthening South Carolina's Workforce.

Legislative funds have expanded access to proven novice teacher induction, development and retention support.

96.2%

PROFESSIONAL RETENTION

Three years of professional retention above 95%

8→ **18**

PARTNER DISTRICTS

174 schools with TIP Teachers

206→ **349**

TEACHERS SERVED in one year

Over 28,000 students impacted in 2026-27

CarolinaTIP
Teacher Induction Program

TEACHER DEVELOPMENT & WELL-BEING

Development beyond retention.

Participating teachers overwhelmingly report gains in three key areas of professional success.



SELF-EFFICACY

Greater confidence

Teachers feel more capable of managing classrooms, meeting student needs, and navigating challenges.



STRESS COPING

Stronger resilience

Teachers develop practical strategies to manage stress, navigate demands, and respond to challenges.



OCCUPATIONAL COMMITMENT

Deeper commitment

Teachers describe a stronger sense of purpose, connection, and commitment to teaching.

CarolinaTIP
Teacher Induction Program

BEYOND THE NUMBERS

Teacher-identified value.

Five recurring themes from teacher interviews, survey responses, and evaluator findings.

01	**Deciding to stay**	Encouragement and practical support during difficult moments.
02	**Confidence**	Stronger classroom management, instruction and student engagement.
03	**Trusted coaching**	Confidential, non-evaluative support outside school hierarchy.
04	**Resilience**	Strategies for stress, navigating demands, and professional challenges.
05	**Belonging**	Connections that reduce isolation and reinforce commitment.

COST COMPARISON

Retention as an investment.

District replacement cost compared with annual CarolinaTIP cost per teacher.

$22,000

estimated replacement cost

Average cost when a teacher leaves the classroom

$3,000

TIP annual cost per teacher

To provide a comprehensive, proven model



CarolinaTIP
Teacher Induction Program

LEGISLATIVE INVESTMENT | LOOKING FORWARD

Proven impact. Ready to serve.

Three years of investment have expanded access and strengthened the foundation for what comes next.

01

BREAKING BARRIERS

Legislative funding increased CarolinaTIP's reach and impact; specifically, expansion into high-need districts by reducing financial barriers to participation.

02

BUILDING CAPACITY TO SCALE

Investment provided the tools needed to develop, test, and refine the infrastructure and processes required to expand to new regions while maintaining program fidelity.

03

SUSTAINING RESULTS & EXPANDING IMPACT

Continued funding is essential to maintaining gains. CarolinaTIP is ready for increased state investment to unlock large-scale expansion across South Carolina.

SUSTAIN THE IMPACT. INVEST IN THE FUTURE.

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SC First Steps

Ann Vandervliet, *Executive Director*

SC EDUCATION OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.







Presentation to the EIA & Mechanisms Subcommittee of the Education Oversight Committee

November 9, 2026

Ann Vandervliet, Agency Director

FIRST STEPS
SOUTH CAROLINA

By 2030, at least 75% of South Carolina's children will enter kindergarten ready to thrive.

- Strengthen the First Steps 4K model.
- Increase access and utilization of evidence-based, high intensity programs through First Steps Local Partnerships.
- Strengthen collaboration and alignment between all organizations serving children birth to age five through the Early Childhood Advisory Council

25-26
EIA Report



Objectives	Implementation	Project Outcomes
At least 75% of South Carolina's children are ready for kindergarten by 2030.	Increase the percentage of children demonstrating readiness on the KRA by approximately 7% each year.	The percentage of students in kindergarten who score at or above the benchmark on the KRA will increase by 7% **38% (below goal)**

Objectives	Implementation	Project Outcomes
1. Strengthen the First Steps 4K model	(1) Reduce chronic absenteeism (57%). (2) Strengthen the consistency of high-quality teacher-child interactions, classroom environment, and instructional support. (3) Increase utilization of First Steps 4K.	Rate of chronic absenteeism among students was **reduced by 32%** Implement CLASS observations in at least 75 First Steps 4K classrooms. **80 completed (exceeded goal)** The utilization of all licensed, approved First Steps 4K slots by children present for at least 120 days will increase from 58% to 65%. **61.7% (below goal)**

Objectives	Implementation	Project Outcomes
2. Increase access and utilization of programs that are both evidence-based and high-intensity through First Steps Local Partnerships (current reach 9%)	(1) Strengthen local and regional collaboration to achieve administrative efficiencies and collectively serve more children and families *(Innovation Investment funding at $2.5M in 25-26)*	Increase the percentage of eligible children served by evidence-based, and high-intensity Local Partnership programs from 4% annually **5.3%** (**exceeded goal**)

Objectives	Implementation	Project Outcomes
3. Strengthen collaboration and alignment between all organizations serving children birth to age 5.	(1) Increase enrollment in publicly funded preschool (2) Increase availability for and utilization of home visiting programs for families with children age 5 and under (5,124 in FY 25)	Increase the percent of students in kindergarten who were served by CERDEP 4K, First Steps 4K, or Head Start by 5% of eligible population. 46% to 51% **(met goal)** Increase the number of families served by statewide home visiting programs by 5% **5,940** **(exceeded goal)**

Impact of New 26-27 Funding

Innovation Investments increased from $2.5M to $5M (non-recurring)

- SC First Steps went from 0 to 26 multi-county partnerships in two years.
- The reduction in admin costs supports a 14% increase in the number of families served by evidence based (and high intensity) parent education programs.
- Innovation Investments are braided with other funding to expand reach. It is a funding stream not a program.

Impact of New 26-27 Funding (cont.)

4K Eligibility Expansion

- Awarded $9.8M+ to expand First Steps 4K eligibility from 185 to 300% FPL, reduce teacher turnover and implement a CQI (CLASS) pilot with the SC Department of Education
- Building awareness campaign for January launch

First Steps 4K & Continuous Quality Improvement

- Created a Chief of Early Learning position to lead data driven change and advanced collaboration
- Transitioning to CLASS data driven Quality Improvement Plans and coaching
- Prioritizing coaching time in class (by removing all administrative tasks and reducing travel time through reassigned territories)



What is CLASS?

The Classroom Assessment Scoring System (**CLASS®**) is an observation instrument used to measure the quality of teacher-child interactions in early childhood and K-3 classrooms. The model is structured around three core domains:

1. Emotional Support

This domain measures how teachers establish and promote a warm, safe, and supportive classroom climate that fosters children's social and emotional development. Under this domain, there are 4 dimensions.

- *Positive Climate: Reflects the warmth, respect, and connection displayed between teachers and children, as well as among the children themselves.*
- *Negative Climate: Measures the overall level of expressed negativity, anger, harshness, or disrespect in the classroom (scored inversely).*
- *Teacher Sensitivity: Evaluates how well the teacher tracks and responds to students' physical and emotional needs, offering comfort and support when needed.*
- *Regard for Student Perspectives: Assesses the extent to which the teacher's interactions and lesson plans place emphasis on children's interests, motivations, autonomy, and voice rather than strict teacher control.*

What is CLASS?

2. Classroom Organization

This domain focuses on the settings, routines, and procedures that enable the classroom to run smoothly and maximize children's engagement and behavior regulation. There are 3 dimensions in this domain.

- *Behavior Management: Examines how well the teacher monitors, prevents, and redirects misbehavior using clear expectations and positive methods.*
- *Productivity: Looks at how well the classroom is managed to maximize learning time, including smooth transitions, clear daily routines, and advance preparation by the teacher.*
- *Instructional Learning Formats: Evaluates how the teacher maximizes interest, engagement, and hands-on participation through varied modalities, materials, and active facilitation.*

What is CLASS?

3. Instructional Support

This domain measures the ways teachers use feedback, language modeling, and prompt strategies to promote cognitive growth, language development, and higher-order thinking. Under this domain, there are 3 dimensions.

- *Concept Development: Assesses the use of instructional discussions and activities that encourage analysis, reasoning, problem-solving, and real-world connections.*
- *Quality of Feedback: Measures how the teacher scaffolds learning, expands on children's responses, and creates feedback loops that prompt deeper thought rather than just giving right-or-wrong answers.*
- *Language Modeling: Evaluates the frequency and quality of language stimulation—including open-ended questions, repeating and extending children's speech, and introducing rich vocabulary*



344 CLASS Observations Completed in September and October: Average Scores by Domain Statewide

Emotional Support = 5.756

Classroom Organization = 5.231

Instructional Support = 2.786

All CLASS Observations conducted by certified, external evaluators between September 1 - October 20, 2026. Scoring range is 1-7.

Emotional Support = 5.756	
Positive Climate	5.76
Negative Climate	1.21
Teacher Sensitivity	5.59
Regard for Child Perspectives	4.88
Classroom Organization = 5.231	
Behavior Management	5.4
Productivity	5.52
Instructional Learning Formats	4.78
Instructional Support = 2.786	
Concept Development	2.62
Quality of Feedback	2.65
Language Modeling	3.09



High-Quality Training is Essential

- Created and filled a *dedicated* Director of 4K Professional Development position
- Shifted large group virtual training to regional, in person trainings with groups sizes capped at 35
- Shifted away from a one and done training mindset to year-round training opportunities offered at beginner and advanced levels
- Emphasis will be on “Instructional Support” (Curriculum training and utilization)
- Feedback has been positive: following a month of 4K Administrator trainings, 95% of respondents rated the training “very helpful” or “helpful,” and a weeklong CLASS institute for 4K coaches saw 90% of participants agree or strongly agree that the training connected clearly to their role and work.

First Steps 4K Continuous Quality Improvement

- There is a wide range of performance on KRA across all 4K sites. Using ECIDS in 2021-2023, the range is 4.9% to 60% of children able to achieve “demonstrated readiness” served by a 4K site.
- 4K Coaching will be *tiered* based on this metric and others.
- Eligibility requirements for 4K sites are under review and will be considerations for 27-28.

Why does SC's Kindergarten Readiness Assessment Matter?

- SC First Steps looked at academic years 2017, 2018, 2020 and linked KRA data to third grade scores (N=123,000 students)
- Of children who achieve "demonstrated readiness" on SC's Kindergarten Readiness Assessment (KRA) approximately 74% meet or exceed benchmarks on 3rd grade math and reading assessments.
- The KRA is predictive of 3rd grade reading and math proficiency.
- Ohio uses the same KRA and found similar results in a similar analysis.

Pre-School History and Achieving "Demonstrated Readiness" on the KRA

Preschool Experience	Fall 2023	Fall 2024	Fall 2025
First Steps 4K	29%	28%	28%
CERDEP 4K (within public schools)	39%	37%	36%
Head Start (federally funded)	25%	20%	23%
Other Public 4K (subsidy/local district)	33%	29%	29%
Private 4K	48%	39%	37%
Unknown / no formal preschool experience	24%	21%	21%
State Average (all kindergarteners)	**41%**	**39%**	**38%**

Impact of New 26-27 Funding (cont.)

- The **Dolly Parton Imagination Library (DPIL)** mails free, high-quality books to children from birth to five, regardless of family income. Each book is selected by a panel of early reading experts who choose titles based on age specific developmental needs of young children. Homes with literacy rich environments support stronger early reading and storytelling habits.
- The Dollywood Foundation covers part of the cost (about $4.70 a book) and local administrators cover part of the cost ($2.60 a book).
- SC is now a state partner and is covering 50% of the local administrator cost. Local administrators raised $31 per child annually. With support from the General Assembly, the cost has dropped to $15.50. The cost savings should enable participating counties to increase enrollment.



Forecasting for Dolly Parton Imagination Library

- The enrollment goal for this year is 42% of eligible population (118,978 children). If met, the year two cost is $2.1M. At 54% enrollment, the annual cost is $2,556,769.

- The funding covers a FT DPIL Program Lead employed by the Dollywood Foundation. This individual is responsible for helping counties raise the required match and for growing enrollment.

- SC First Steps will support *enrollment efforts* within vulnerable populations: children in Head Start, or 4K, children served by WIC.

- Counties without a local administrator include: Allendale, Bamberg, Berkeley, Charleston, Darlington, Dillon, Hampton, Marion, Newberry, Richland, Saluda, and Union

Dolly Parton Imagination Library – Funding History

- In 25-26, $6M was allocated to the SC Department of Education.
- On July 1, 2026, the unexpended balance of $4,579,136 unexpended balance was transferred to SCFS as a non-recurring allocation and an additional $1M recurring.
- In July 2025, 59,113 (or 21% of the eligible population of 283,281 children were enrolled)
- By June 2026, enrollment grew to 84,984 children (30% of eligible population). A payment of $1,420,864 was made by SDE for last fiscal year.

Challenges & Opportunities

- Adjusting to measurable expectations with new guidelines and contract requirements (both Local Partnerships and 4K sites)
- Adjusting to more complex approaches
- Adjusting to new, modernized data systems
- Navigating the need for new staff, hiring well and ensuring high-quality training and support
- *Opportunity for the state's investment to have a measurable, more meaningful impact on more children entering kindergarten*

The Power of ECIDS

- Created and filled a Chief of Strategy position to lead the **Early Childhood Integrated Data System** (ECIDS)
- Through ECIDS and in partnership with the SC Department of Education and Revenue and Fiscal Affairs, SCFS can link program interventions (or combinations of interventions) with performance on KRA and 3rd grade assessments.





Questions?







Thank you for your support and collaboration!

FIRST STEPS
SOUTH CAROLINA

SC Council on Economic Education

Chandler Jordan, *Executive Director*

SC EDUCATION OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

SC ECONOMICS

Since 1975

South Carolina Council on Economic Education

Growing Our Reach, Deepening Our Impact in South Carolina

EOC EIA Subcommittee | November 9, 2026

Presented By:
Chandler Jordan
Executive Director

Website:
sceconomics.org





Classroom Impact in 2025-2026

- **911** unique teachers served
- **205** programs, activities, and events
- **9%** growth in teacher engagements
- **67%** of teachers participated more than once
- **9,833** Stock Market Game students - up 19%











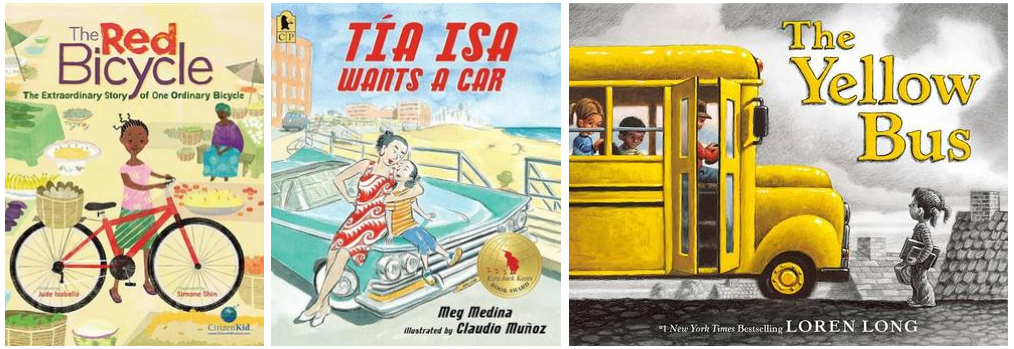


Your Investment at Work

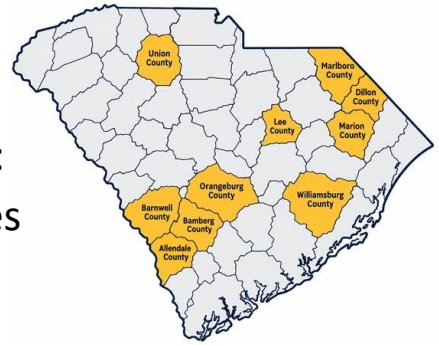
- **E.L.I.T.E Conference**: 50+ teachers in its first year
- **Road to Financial Literacy:** Second-grade teaching kits
- **Spring Outreach**: targeted rural outreach plan
- Retired Educator Contracts this school year
- Full-Time team addition in summer 2027







Spring Outreach: 10 Counties



Your continued investment helps us bring meaningful support to more classroom across South Carolina.

Meet the Teachers Behind the Numbers



Jenny Snelgrove
Business and Marketing Instructor
Lexington Two Innovation Center
Lexington Two



Dr. Charnice Starks-Ray
CTE/Work-Based Learning Consultant
Heyward Career and Technology Center
Richland One

SC ECONOMICS

Since 1975

South Carolina Council on Economic Education

Thank You!

Join us at an upcoming event and help connect educators with our resources!





Phone Number:
803-777-8676

Location:
1014 Greene Street, Columbia, SC 29208

Website:
sceconomics.org

Email Address:
Chandler.Jordan@moore.sc.edu

Lunch

SC EDUCATION OVERSIGHT COMMITTEE

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Centers of Excellence

Dr. Lishu Yin, ***Senior Manager Educator Quality, Retention & Recruitment, SC Commission on Higher Education***

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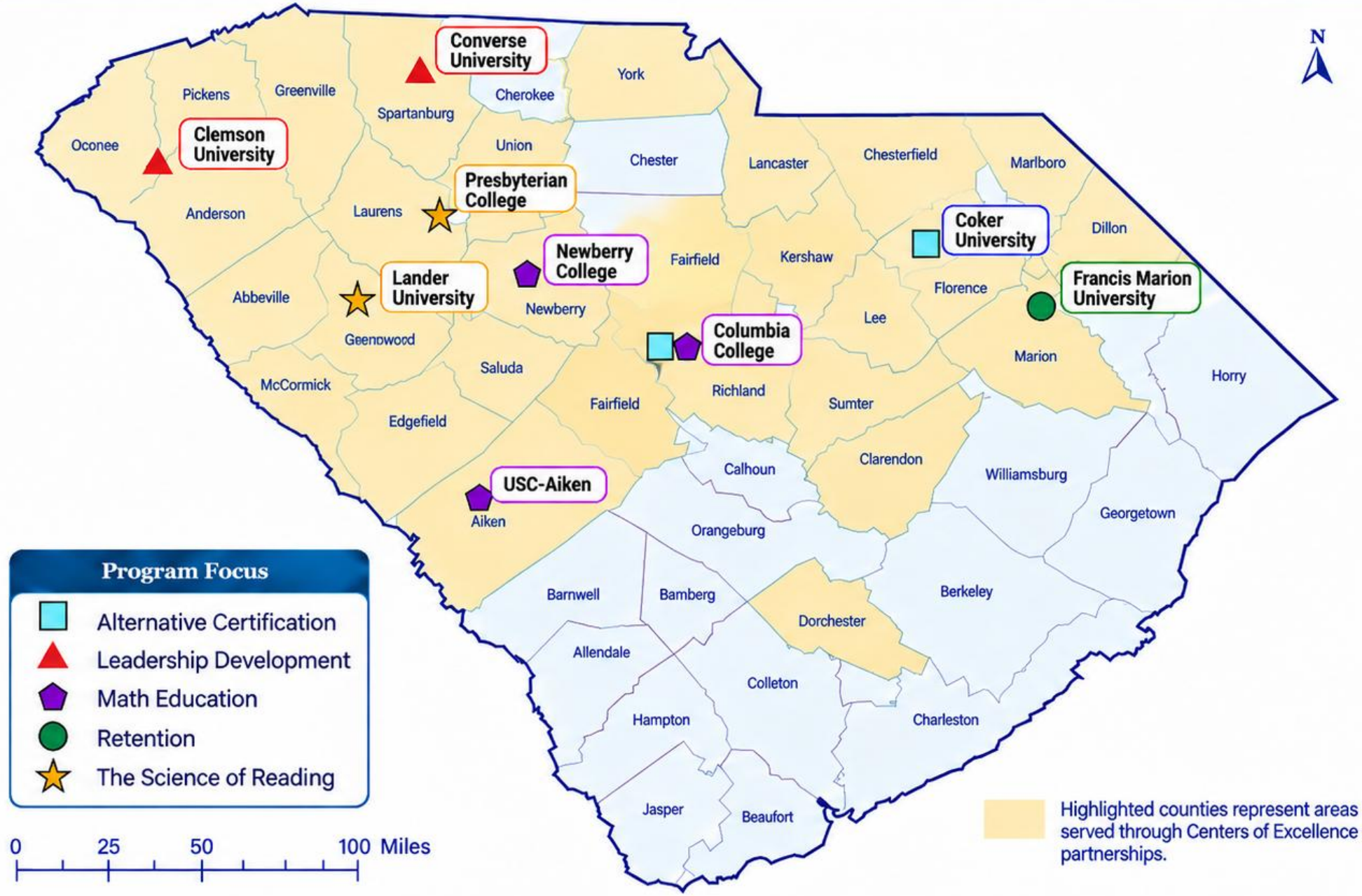
South Carolina
Commission on Higher Education
Accessibility | Excellence | Accountability

The Centers of Excellence Program

Dr. Lishu Yin, Senior Program Manager of Educator Quality, Retention, and Recruitment
Dr. Dawn Hawkins, Assistant Professor of Literacy, Lander University
Dr. Hans Klar, Professor of Education, Clemson University
Ms. Mitchell McConaghy, NSES Assistant Principal/District Math Coach, Greenwood School District 52

November 9, 2026

CHE EIA Centers of Excellence



Number of the Centers of Excellence Programs

Fiscal Year	# of Centers	# of Participating Institutions
FY2020-21	5	5
FY2021-23	6	6
FY2023-25	8	8
FY2025-26	10	9

FY2025–26 Centers of Excellence
Statewide Reach and Accomplishments

- **Statewide Reach**
  - 242 schools in 48 districts
  - 932 teachers
  - 11,174 K-12 students
  - 357 pre-service teachers
- **Educator Preparation**
  - 18 graduates earned certification and accepted teaching positions in SC
  - 9 competed the courses work and were hired as Teacher of Record.
- **Professional Development and Scholarly Contributions**
  - Provided 162 workshops
  - Presented 18 papers at the state, regional, and the national conferences
  - Published three peer-reviewed journal articles

Program Highlights:
The Science of Reading Collaborative Model

	Lander University			Presbyterian College		
	Spring 2024	Spring 2026	Fall 2026	Spring 2024	Spring 2026	Fall 2026
Pre-service Teachers	25	109	102	11	27	14
Partner Schools	1	11	11	1	2	2
Gr. K-4 Students Tutored	25	109	102	22	75	45

Academic Outcomes

Measure	Outcome
Kindergarten SC PASS Growth	**100%** of kindergarten students demonstrated growth, with gains of up to **70 points**.
First Grade SC PASS Growth	**86%** of first-grade students demonstrated growth, with gains of up to **58 points**.
Reading Growth (Grades 2–3)	**100%** of students receiving targeted intensive tutoring in phonics, vocabulary, and comprehension met their end-of-year **MAP** projected reading growth goals.
Vocabulary Development	Performance increased from **16.7%** to **80%** correct.
Reading Comprehension	Students demonstrated mastery of identifying the main idea, sequencing events, and making inferences.

CARLI School Impact Highlights

Lander University: Two schools we consistently tutor in have become Beat the Odds schools:

- Woodfields Elementary-around 100 hours of intensive tutoring a week.
- Mathews Elementary-around 80 hours of intensive tutoring a week.

Presbyterian College

- Eastside Elementary School's report card score increased from 42 in 2023 to 49.
- The principal attributed part of this improvement to the Science of Reading Tutoring Program, which helped K–2 students build a stronger foundation in reading.

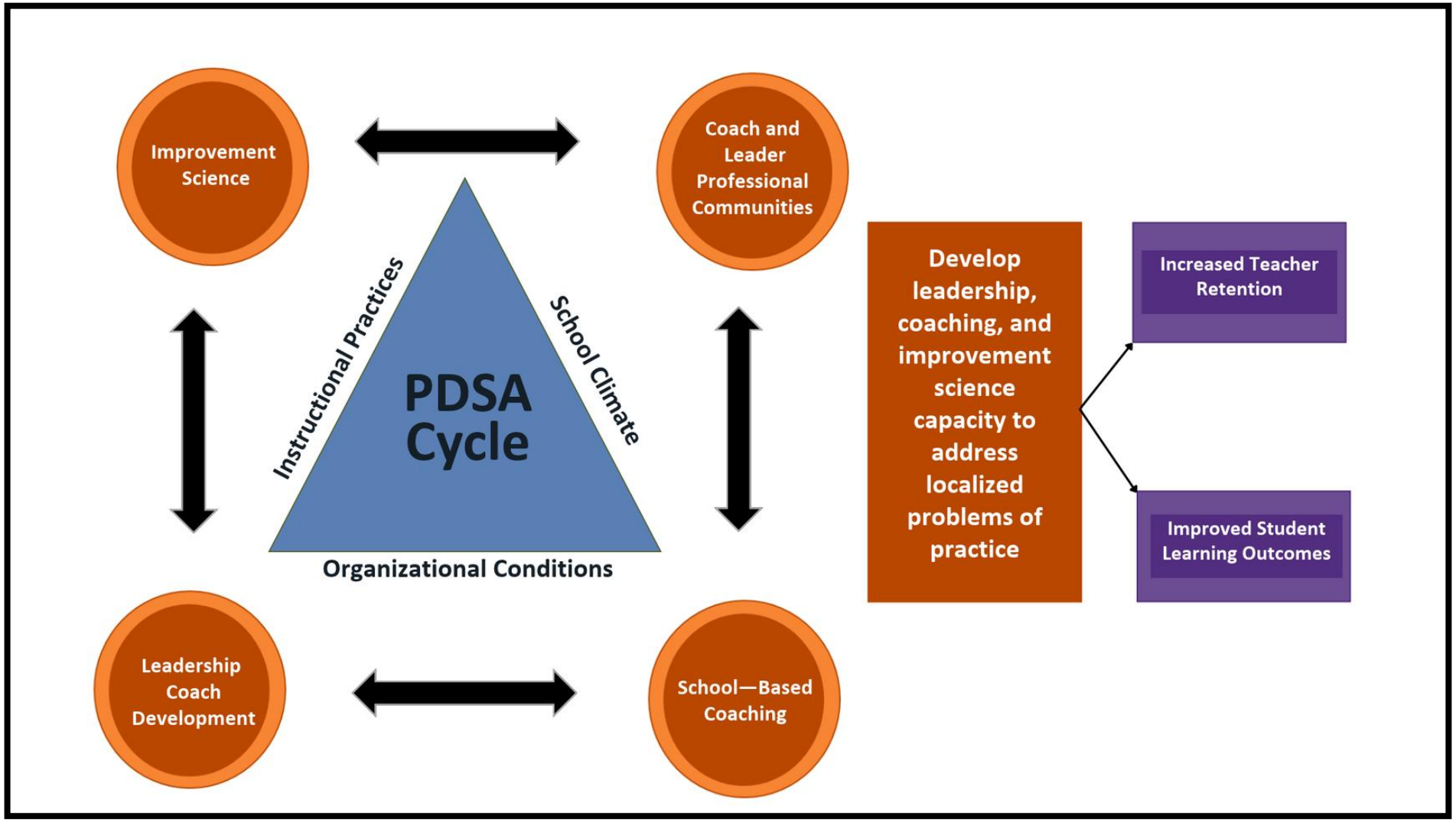
CARLI Pre-Service Teacher Highlights

Lander University Currently 7 pre-service teachers have taken and passed the new State reading assessment: Praxis: Teaching Reading exam. Pre-service teachers contribute their success to the work embedded tutoring opportunities. A total of 287 students who participated in the Science of Reading program graduated with teaching certification from 2023 through Spring 2026.	**Presbyterian College** Currently 3 pre-service teachers have taken and passed the new State reading assessment: Praxis: Teaching Reading exam. Pre-service teachers contribute their success to the work embedded tutoring opportunities. A total of 32 students who participated in the Science of Reading program graduated with teaching certification from 2023 through Spring 2026.



LEADERS

LEADING EDUCATIONAL ADMINISTRATOR DEVELOPMENT FOR EXCELLENT RURAL SCHOOLS CENTER OF EXCELLENCE



LEADERS CENTER OF EXCELLENCE

Participant Timeline 2022 - 2026

Summer 2022

14

WPEC cohort
14 coaches

TRAINING YEAR

45-hour graduate-level coach training course

2022-2023

28

WPEC cohort
14 coaches, 14 leaders

IMPACT

376 teachers

5,884 students

2023-2024

40

WPEC cohort
14 coaches, 26 leaders

IMPACT

569 teachers

11,891 students

2024-2025

25

WPEC 15 (6 coaches, 9 leaders)
Pickens 10 (5 coaches, 5 leaders)

IMPACT, 2 COHORTS

349 teachers

7,040 students

2025-2026

25

WPEC 15 (7 coaches, 8 leaders)
Pickens 10 (5 coaches, 5 leaders)

IMPACT, 2 COHORTS

389 teachers

6,483 students

71 participants

1,683 teachers

31,298 students

LEADERS' Highlights

Topic	Results	Activities	Location
Teacher Retention	**129% increase** over 3 years	School-wide **communication plan** implemented	Rural Middle School
SPED Teacher Retention	**100%** of SPED Teachers Retained	**Personalized PD** initiative implemented for SPED teachers	Rural Primary School
K-2 Teacher Retention	**100%** of K-2 Teachers Retained	**Classroom management** program implemented	Elementary School
Algebra 1 EOC Scores	**36.5-point increase** in % of students passing	**Math instruction PD** plan implemented	Rural High School
CTE Program Completers	**22% increase** in number students passing	**Communication plan** implemented across district	District
Math Proficiency	**23% increase** in students performing at grade level	**Standards-based language** incorporated into Montessori math instruction	Rural Primary School
Instructional Time	**25-40-minute increase** in daily instructional time	**Daily schedule revised** to reduce disruptions and transitions	Rural Primary School

Goal: Increase Algebra 1 EOC scores

- **Identified Challenges**
  - Analyzed instructional pacing and student engagement barriers.
  - Identified key improvement drivers using a fishbone diagram.

- **Strengthened Instruction**
  - Established weekly collaborative planning meetings.
  - Provided targeted teacher coaching to refine instruction.

- **Monitored Progress**
  - Administered benchmark assessments three times per semester.
  - Used assessment data to adjust instructional pacing and strategies.

- **End Results – 2023: 33.8%**
  2024: 70.3%
  2025: 70.9%

Moving Forward in FY2027

- **Three new Mathematics Education Centers**
  - Integrating the Concrete–Pictorial–Abstract approach into mathematics methods courses and supporting elementary tutoring

- **One AI-Enhanced Educator Preparation Center**
  - Strengthening clinical experiences through AI-supported feedback and coaching

- **Science of Reading Initiative**
  - Two statewide faculty seminars (October 2026 and January 2027)
  - Resource support grants to strengthen reading methods courses
  - First seminar held October 23, with faculty from 14 institutions
  - Positive participant feedback, particularly on resources provided, practical instructional strategies and faculty collaboration

Teach for America SC

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TEACH FOR AMERICA

One day, all children in South Carolina will have the opportunity to attain an excellent education.

OUR PROGRAMS

TFA CORPS

Recruits and develops promising leaders to teach for at least two years in a high-need SC school.

NEW TEACHER ACADEMY

Develops all new teachers in a partner district via cohort-wide PD and 1:1 classroom-based coaching for targeted teachers.

IGNITE

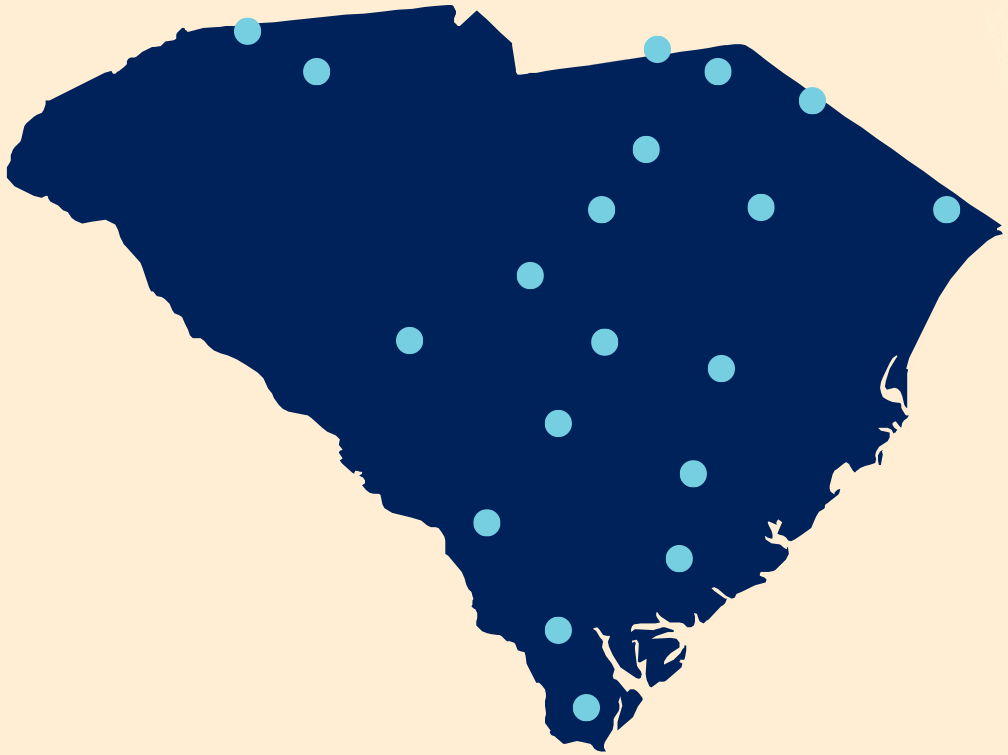
Recruits college student-fellows to provide high-dosage tutoring to students in rural schools while exploring a career in education.

ALUMNI DEVELOPMENT

Develops alumni for classroom and school leadership via the SC Impact Fellowship, Rural School Leadership Academy, and other targeted programs

15 YEARS OF IMPACT

Since 2011, TFASC has partnered with 20+ school districts across South Carolina to recruit, develop, and retain quality teachers.



750+
Corps members recruited, placed, and developed

450+
New Teacher Academy educators developed

600+
Students tutored through Ignite

70k+
Students reached since 2011

WHERE WE WORK

We place our corps members in South Carolina's most high-need and hard-to-staff schools.

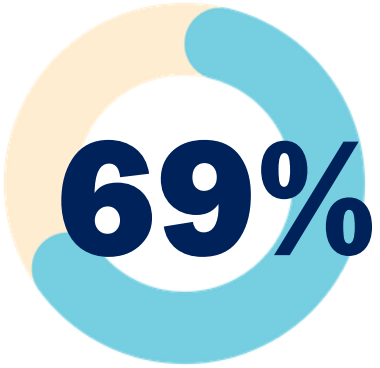
During the 2025-26 school years, TFA corps members taught in:

- Allendale County School District
- Berkeley County School District
- Colleton County School District
- Darlington County School District
- Orangeburg County School District
- Richland County School District One

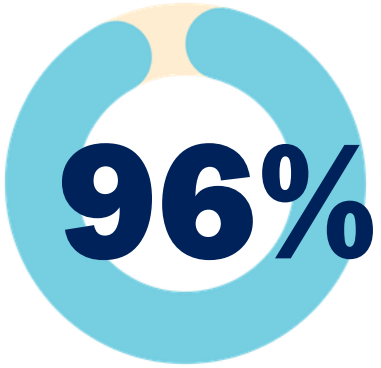


WHERE WE WORK

We place our corps members in South Carolina's most high-need and hard-to-staff schools.



of corps members taught in **rural schools** as defined by the National Center for Education Statistics



of corps members taught in **high-poverty schools** where more than 75% of students qualify for free or reduced price lunch

TFA CORPS: INTENSIVE SUPPORT MODEL



PRESERVICE → YEAR 1 → YEAR 2

Summer pre-service offers a series of in-person and virtual learning experiences that build the foundational knowledge required to lead in the classroom. CMs **teach summer school classes alongside experienced educators**, giving them the opportunity to put knowledge into practice prior to the FDOS.

In Year 1 of their teaching commitment, CMs **build skills and leadership capabilities** while deepening their connection to their schools and communities. Resources and assessments like **BetterLesson, Cultivate, and CLASS** support their development as a teacher.

In Year 2, CMs continue to hone their skills and learn more about how to navigate and influence systems as they prepare to lead a lifetime of impact as TFA alumni.

THE LEADERS WHO SHAPE EDUCATION START HERE

We find exceptional young people early, develop their leadership in classrooms, and support their impact across a lifetime.



"TFA is not just two years. If you keep using what you learned and taking advantage of the opportunities, it can continue helping your career and your students."

MAKENNA KLANOT

Special Education Teacher,
Spartanburg School District 7



"TFA gave me my start in the classroom, but its impact on my life reaches far beyond how I entered the profession. It has shaped the educator, leader, and person I've become."

DEION JAMISON

Middle School Teacher,
Berkeley County School District



"TFA didn't just introduce me to teaching. It helped me discover the work I wanted to dedicate my career to."

DR. ARTERIA LINGARD

2nd Grade Teacher,
Charleston County School District



"TFA helped me find my career and, in a way, find my home."

KASANTA WHITE

3rd Grade Teacher & Team Lead,
Colleton County Schoool District



CHAD LOVE, SC '14
AP, Anderson CSD



KENNETH COLES, SC '19
Principal, Mevers Charter



RACHEL BRAILOV, SC '15
Dean of Academics, Compass Collegiate Academy



HENRY WATSON, SC '14
SPED Teacher, FSD1



CRAIG SHELTON, SC '22
Teacher, Liberty STEAM



DEION JAMISON, SC '17
Teacher, Berkeley CSD



KEIADA HOLMES, SC '16
Founder, LOL Steam Schoool



ELIZABETH EMHOF, SC '18
Teacher, FSD3



SHEMIA YEARWOOD, SC '12
ED, Testing + Accountability, FSD1



BRAD BENSON, SC '20
AP, Legacy Early College



TIM BOYLES, SC '14
D, School Counseling, LSD2



JOSHUA JENNINGS, SC '14
Athletic Director, FSD1



TITUS ECHOLS, SC '21
AP, FSD1



CODY BURKE, SC '14
Band Director, ASD1



ASHLEY WISEMAN, SC '11
STEM Coach, LSD2



ABBY MONCUS, SC '14
SPED Coordinator, Compass Collegiate Academy



BRANDON JOHNSON, SC '14
Principal, Cherokee CSD



ROSIE POWELL, SC '16
Inst. Coach, FSD1

WHAT OUR PARTNERS SAY

"Our TFASC teachers are the 'best of the best.' Each selected corps members has come into our school with incredible passion for students and community, a willingness to do the grassroots work, and the intellect and intellectual capital to increase student achievement. **These young leaders infused a momentum in our school culture that was unstoppable** and undeniable for the good of our students, our school, and our community."
- District Partner

“TFASC has provided us with **quality educators focused on building relationships with students and our communities...** Our teachers approach their work with a critical lens and are constantly working to improve their impact and effectiveness with students.” - *Partner Principal*

RURAL SCHOOL LEADERSHIP ACADEMY

RSLA is a fully funded, yearlong leadership accelerator for educators in rural schools and systems. RSLA is open to both alumni and non-alumni of Teach For America.

Since 2011, 22 SC teachers and school leaders have completed the fellowship.



HENRY WATSON

Special Education Teacher,
Florence School District 1



TITUS ECHOLS

Assistant Principal,
Florence School District 1



KEIADA HOLMES

Principal & School Founder,
LOL Steam Charter



DR. ELIZABETH MCDONALD

Superintendent,
Marlboro County School District



2025-2026 SCHOOL YEAR



2025-2026 School Year

PROGRAMS & REACH

45
TFA corps members recruited, placed, and developed

176
New Teacher Academy teachers developed

228
Students tutored through Ignite

10K+
students impacted

2025-2026 School Year

OUTCOMES: TEACHER DEVELOPMENT

100% of principals say corps members' students meet or exceed their expectations for learning outcomes.

95% of principals say if they had a teaching vacancy, they would hire another corps member.

76% of corps members grew in their CLASS* focus area between Fall and Spring observations

**Classroom Assessment Scoring System*



2025-2026 School Year

OUR TEACHER'S IMPACT



ABBY HANNA

Rookie Teacher of the Year,
Colleton County Middle School



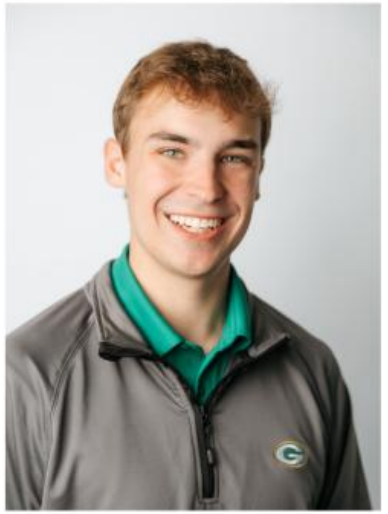
SYDNEY HOVENSTINE

Rookie Teacher of the Year,
Forrest Hills Elementary School



KIM DAVIS

Rookie Teacher of the Year,
Black Street Early Childhood Center



CONNOR BULGRIN

Assistant Football Coach,
Colleton County Middle School



ROBERT LYNCH

Wresting Coach,
Colleton County Middle School



2026-2027 SCHOOL YEAR



2026-2027 School Year

PROGRAMS & REACH

44

TFA corps members recruited, placed, and developed

40+

New Teacher Academy teachers developed

70+

Students tutored through Ignite

10+

alumni education leaders developed

2026-2027 School Year

OUR TEACHER'S IMPACT



SHAQUETTA BELL-BOSTON

Teacher of the Month, Brockington Elementary School



SYDNEY HOVENSTINE

Teacher of the Month and Grade-Level Chair, Forrest Hills Elementary School



KIM DAVIS

Above and Beyond Award, Black Street Early Childhood Center



KELLIE PLOWDEN

Teacher of the Month, Mill Creek Elementary School

WHERE WE'RE GOING



Grow our TFA Corps size

- Projected 30 FDOS first-year teachers for a total corps size of 50+ for the 2027-2028 school year
  - On the path to aspirational steady state of 65
- Expanded university partnerships with USC, Benedict University, Claflin University, Furman University, and Francis Marion University

Expand into more high-need school districts

- In conversation with superintendents in rural areas like Williamsburg County, Marlboro County, and others
- In conversation with SC Charter School District to support struggling schools in their portfolio

Deepened individualized teacher support

- Expanded teacher support model to better target individual teacher needs and long-term goals, including school leadership or becoming a master teacher
- Teachers join cohort-based development pods in addition to their ongoing 1:1 coaching support and corps-wide professional development

Teach For America SC requests $2,000,000 in EIA Program Funding for the 2027-2028 fiscal year to **support the recruitment and development of quality teachers.**

Program	Projected FY28 Participants	Est. FY28 Students Reached
TFA Corps	**52**	**2,860**
New Teacher Academy	175	9,650
Alumni Leadership Programs	12	660
Ignite	125	375

TEACH FOR AMERICA South Carolina




THANK YOU
We’re deeply grateful for your consideration and partnership.
TEACH FOR AMERICA

Adjournment

SC EDUCATION OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.